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ABSTRACT

This manual provides a step-by-step guide for meeting the six goals for parental involvement in Chapter I programs. The goals are to: (1) inform participating children's parents about the program, the reasons for their children's participation, and the program's instructional objectives and methods; (2) support the efforts of parents, train parents to work with their children in the home to attain the program's instructional objectives and understand program requirements, and train parents and teachers to build a partnership between home and school; (3) train teachers and other staff to work effectively with parents; (4) consult with parents about the manner in which they and the school can better work together to achieve program objectives and give parents a feeling of partnership in the education of their children; (5) provide a comprehensive range of opportunities for parents to become informed about the program's design, operation, and evaluation, and allow opportunities for parental participation; and (6) ensure opportunities for the full participation of parents who lack literacy skills or whose native language is not English. Appended are handouts, letters, surveys, and workshop agendas submitted by various Delaware school districts. (RH)

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CHAPTER I

A DIRECTOR'S HANDBOOK FOR PARENTAL INVOLVEMENT

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March, 1990

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CHAPTER I

A DIRECTOR'S HANDBOOK FOR PARENTAL INVOLVEMENT

By: Kathaleen McCormick

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ABSTRACT

A Director's Handbook for Parental Involvement analysis Sec. 1016 of the Public Law 100-297, Title I Elementary and Secondary Education Program Reauthorized.

This manual provides a step by step guide for fulfilling the 6 Goals for Parental Involvement in Chapter I as specified in Section 1016 of the law. Ideas are provided for a variety of ways to fulfill each requirement. Reproducibles are included to facilitate implementing a strong parent involvement program. Included in the appendix are actual handouts, letters, surveys, and workshop agendas submitted by assorted Delaware school districts.

Parental involvement,
It's the law.

Sec. 1016 Parental Involvement.

Congress finds that activities by schools to increase parental involvement are a vital part of programs under this Chapter. TOWARD THAT END, a local educational agency may receive funds under this Chapter ONLY if it implements programs, activities, and procedures for the invovement of parents in programs assisted under this Chapter.

Sec. 1016 Parental Involvement/Goals

Goal #1 - to inform parents of participating children of the program under this Chapter, the reasons for their children's participation in such programs, and the specific instructional objectives and methods of the program.....

Step #1:

Informing parents of their child's participation in Chapter I is your first step towards parental involvement. Sending a notice home in a small child's back pack *is not* the best way of informing parents. As we all know, they may never see that notice. If they don't see it, they haven't been informed, and the law has not been followed. A more effective notice, other than person to person home visitation, is registered mail. This, however gets to be expensive. An appropriate method, in terms of guaranteed deliverance, and cost effectiveness, is first class mail. Save your mailing list and record who sent the information. This is your documentation.

Whereas a first class mailing complies with the law, it does not guarantee positive parental involvement. To maximize the positive side of parental involvement and minimize the negative, wise directors will also encourage teachers to make a personal phone call or, in the absence of a phone in the home, a home-visit.

What teacher or paraprofessional has time for so many phone calls? The director can explain to the staff that, phone calls, though initially time consuming, save time in the long term. The result of an early placed positive phone contact is positive parental help during the year and fewer discipline problems throughout the year. Unfortunately, parents usually do not receive phone calls from schools until "something happens". The standard call from teacher or principal usually brings bad tidings and resultantly parents are conditioned to be defensive with school staff and frequently are reluctant to be involved due to such hostile feelings.

Create a partnership! Direct your teachers and paraprofessionals to call each home (quick! before the kids have a chance to be bad!) during the first few weeks of school and compliment the parent by complimenting the child. ("Your son has such a friendly smile, I'm so glad he's in my class.") Initiating a POSITIVE communication gets the parents on the same "side" as the teacher and that's where they will be when and if they are needed.

If you should decide to initiate a telephone - follow-up to the parent's initial notice of child's participation, the following reproducibles have been prepared for your staff.

* *

"E.T., PHONE HOME. . ."

(EFFECTIVE TEACHERS, PHONE HOME.)

Parents are often a neglected teacher resource. Having them on the team, from day one, reduces certain work considerably. Not only do you double adult input for the student, but you reduce resistance which might otherwise be met when a problem arises during the year. It is imperative that parents be won over very early. For this reason the first contact with them should be positive and should convey the mutual interest in what is best for the "shared" student. Solicit their help.

PHONE MANAGEMENT PLAN

On the first day of school have the students record on a 5 x 7 file card their names, addresses, home phone numbers, and the full names of their parents, stepparents, or guardians. (Remember, if Johnny Smith's mother is remarried, she won't appreciate being addressed as Mrs. Smith.) Make sure the student understands that you will be making "good news" phone calls.

Begin that evening. Select five cards at random, call the student's home, introduce yourself and find something complimentary to say about the student. State your belief that teachers and parents make a powerful team and tell them that you look forward to working with them throughout the year. Each phone call should take only two-three minutes. At a rate of ten minutes per night, you will be able to establish positive contact with every parent very quickly.

Round Two of phone calls should be initiated around November. At this point call the parents of the underachievers and invite them to the classroom for a special activity.

The third phone call to a particular set of parents should be to praise an especially noteworthy accomplishment of "the shared student" or to request the input concerning a problem. If the phone call is of the latter sort, at this point the parents should be more than happy to help.

These phone calls do take an initial investment of extra time. However, the time they save in conferences and in negative parental input is immeasurable.

SAMPLE PHONE SCRIPTS

PHONE CALL # ONE*

"Hello, Mrs. Jones? I am Johnny's teacher."

* Standard Response - Oh @!+!#! What has he done now?

"Johnny has been so polite and so helpful I just wanted to call and tell you what a lovely son you have. I really am enjoying having him in my class."

* Standard Response - My Johnny? Are you sure? Wait a minute - describe the kid you're talking about.

You're kidding! or Well this is a first! Would you mind saying that again to Johnny's dad?

"I believe teachers and parents should stick together. Let's keep in touch this year!"

Time: 34 seconds

*Phone call Number One is an actual transcript of a home phone-call.

PHONE CALL # TWO

- Hello, Mrs. Jones? This is Johnny's teacher again. Listen, we are having a school open house next week. Johnny's working on a special bulletin board. I really hope you can come."

After just 2 phone calls a bond has been set, a partnership formed. With the parent's support at home and the teacher's guidance at school, Johnny should go twice as far.

After contact has been initiated and a bond has been created, your paraprofessional/teacher will find it beneficial to sustain communication. Unfortunately, letters and newsletters given to the children often remain undelivered. (You'd be surprised what great airplanes they make!) To be effective, deliverance should be guaranteed. Having the parents sign a verification of receipt is one way to guarantee deliverance and rewarding the return of this verification is a sure way to encourage positive communication. The following Coupon-Guaranteed Deliverance has a high success rate. Note also that parents are given access to input on this form.

Sample for teachers/paraprofessionals

STATE OF THE CLASS LETTERS

AND

GUARANTEED DELIVERANCE

Periodically send home a letter updating parents on what has been happening in your class, giving an outlook for the future, and advising the parents as to homework load and future trips. Include special student gift (Christmas, Hannukah, Birthday) suggestions such as pens, magic markers and dictionaries.

To ensure that this letter will reach the parents' hands, end it with a clip and return coupon for extra credit for the student when signed by the parent and returned. Allow a space on this coupon for parental input.

$$$$$$$$$$$$$$$$$$$$$$$$$$$$RETURN FOR VALUABLE POINTS$$$$$$$$$$$$$$$$$$$$$$$$$$$$

I have read the State of the Class Newsletter.

_____ _____

Parent's Signature Child's Name

COMMENTS:

REDEEMABLE FOR BONUS POINTS.....REDEEMABLE FOR BONUS POINTS

A novel and effective means of sustained communication was also featured in an article by Jerold P. Bauch in the October, 1989 issue of Educational Leadership (p. 32-34), text insert below.. The *TransParent* model is effective and offers the convenience of modern technology. Again, this model is pertinent to Chapter I in that it provides ongoing - two way consultation.

From The Trans*Parent* School Model:
New Technology for Parent Involvement
By: Jerold P. Bauch

Making the School TransParent

The Trans*Parent* School Model[1] can literally open the classroom to the home *on a daily basis* - and in very little time. The telephone becomes the channel for routine communication, and every parent can find out the answers to the three questions every day - all it takes is a phone call!

The Trans*Parent* School concept is having powerful effects on home/school communication in several pilot schools. The model, which I developed in the Betty Phillips Center for Parenthood Education at Peabody College of Vanderbilt University in 1987, uses answering machines or electronic mailboxes parents can call to hear a message from their child's teacher (Bauch 1988a).

Two technical systems are used. First, the school provides each teacher with an answering machine or electronic mailbox. At the end of the day, the teacher enters a 1-3 minute message that describes learning activities, homework, and how parents can support the child's study at home. Then parents can call at any time from anywhere and hear exactly what they need to know. (Gaining access to this information when a child is ill or absent also enables parents to help the child keep up with the rest of the class.)

Second, teachers use a computer-based system called Compu-Call[2] to store messages in a computer and direct the autodialer to place phone calls to all parents or specific groups of parents. The next morning, they can use the system to run a printout of the calls completed. Compu-Call also has an integrated attendance management program, which invites parents to become actively involved in helping to improve school attendance (rather than simply reporting absenteeism as earlier calling machines have done).

Pilot Schools and Results

The Trans*Parent* School Model was first piloted at the Academy for Academics and Arts in Huntsville, Alabama. After installing the model in November 1987, this K-8 magnet school had a 460 percent increase in parent/teacher interaction the first month. Now the model routinely accounts for about twice as many contacts as all other communication methods.

In a second pilot, a more detailed evaluation was conducted. In January 1989, Carter Lawrence Middle School in Nashville began using 10 answering machines and the computer calling system to increase contact with families. Before the school implemented the model, parent-initiated contacts with a teacher averaged about 10 per day; the number of calls to hear the message on answering machines increased to a mean of 63 per day. Some days, a full third of the parents made the call. When parents became "frequent users," the homework completion rates for students, as reported by their teachers, showed a significant increase (Bissell 1989). Of the "frequent user" parents, 93 percent also noticed improvements in the attitudes and skills of their children.

At Carter Lawrence, about half of the parents who now use the system regularly report they had had no previous involvement with the school. And most heartening of all, low-income parents are well represented in the "frequent user" group. Our initial findings show that low-income parents use the services at the same rate as middle-income parents, supporting Rich's (1988) conclusion that all parents want the best for their children but that some may not want to be involved in traditional school activities. In Huntsville, teachers reported that some of the parents they have never met are among the most frequent callers to the answering machines.

Although answering machines are an effective, easy-to-use means for storing teacher messages and delivering the information when parents call, there is a limit to the number of answering machines and individual phone lines that a school or school system can provide. Consequently, the Inman Middle School in Atlanta is experimenting with electronic mailboxes. Each teacher in the building has a mailbox that holds the daily message. Parents access the message by calling only one phone number; they can also leave messages or even find out what's for lunch. We found that home/school contact at Inman increased by more than 500 percent, and there were well over 1,000 calls from home to teacher mailboxes every week! BellSouth, which is conducting this pilot, hopes to increase the flexibility of the services while reducing overall costs. Two more models will be implemented in the Memphis City Schools during the 1989-90 school year, using BellSouth's Voice Messaging Services. New technical applications are under development, and some schools are mounting fundraising projects to acquire the model. There are trials of electronic mail applications under way at other locations (West 1989).

A New Way of Communicating

Up to now, because most of our methods have been personnel intensive, to communicate regularly with parents has been time-consuming and expensive. Both teachers and parents are busy, and their interactions are limited by time, distance, and abundant demands. The use of the telephone, supported by

computer technology (Bauch 1988b), though, can have a dramatic influence on home/school interaction. In the latest Gallup Poll of teacher attitudes (Bradley 1989), 34 percent of the teachers cited parents' lack of interest as their top area of concern. But we have been demonstrating that parents *are* interested when teachers provide vital information that is easy for parents to acquire.

School personnel who use the Trans*Parent* School Model are providing the information parents want on a daily basis. Among the gains they are seeing are increased homework completion, better student achievement, improved attendance, and the development of a shared partnership between parents and teachers. Since these gains promise to lessen the rise of school failure, grade retention, and dropping out, opening communication lines between school and home can have far-reaching effects on overall school improvement.

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[1]"Trans*Parent* School" is a registered trademark; neither the name nor the model may be used without permission.

[2]"Computer-Call" is a registered trademark of Associated Computer Technologies, 3236 N.W. 27th Ave., Gainesville, FL 32605.Sec. 1016

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Goal #2 - to support the efforts of parents, including training parents, to the maximum extent practicable, to work with their children in the home to attain the instructional objectives of programs under this Chapter and to understand the program requirements of this Chapter and to train parents and teachers to build a partnership between home and school.

Training parents can be achieved in numerous ways and in a combination of numerous ways. Among the more practical ways are:

By.....

1) maintaining a library of self-help books, magazines, audial cassette tapes, and video training tapes.

2) providing a newsletter with a parent-training focus. An excellent example of such a newsletter is Parents Make the Difference! published by the Parent Institute, a division of NIS, Inc. (P.O. Box 7474, Fairfax Station, VA 22039-7474; 703/569-9842). Newsletters can be professionally prepared or in-house prepared.

3) submitting and publishing articles concerning practical ways for parents to help their children in community newspapers.

4) initiating, planning and implementing parent-training focused productions for local radio and/or television stations.

5) providing district level parent-training workshops (see "How to Plan a Workshop")

6) providing monetary support for parents to attend workshops, seminars, and conferences.

HOW TO PLAN A PARENT WORKSHOP/MEETING

In planning a workshop for parents, the most critical element is ensuring that parents will attend, otherwise all of your efforts are in vain. The best way to get the parents involved is to first involve the children. The following are ways the children can be directly involved:

A. Have a party for children while the workshop/meeting is being conducted for parents. This party could feature a movie for the children or the children can be divided into age groups for age appropriate crafts and games. Serve refreshments.

B. Involve the children in a formal dramatic "play" or presentation for the parents. This could be a production based on stories from their readings.

C. Display the work of the children. Encourage the children to urge their parents to come see their work.

D. Give each child a free ticket to a raffle for a wonderful prize. Tina Huff, Supervisor of Reading for Capital School District, Dover, DE, is noted for her annual bike raffle which brings hundreds of parents to her annual workshop. A girl's bike and a boy's bike are donated by local service clubs. Each Chapter I child is given a chance which they deposit in a raffle box the night of the meeting. It is important to note that all children receive a gift that night - this cushions the disappointment of those who don't win a bike. (see #F)

E. Offer gifts or door prizes at the meeting/workshop for those who attend. These can be solicited as donations from local businesses and/or service clubs.

Make a sincere effort to invite each parent. Make the parents feel wanted, invited, and special.

A. Send numerous and much advance notice to the parents of the workshop and "hype" it.

Examples:
- Coming Soon: The Annual Parent Workshop!
- One month until the BIG EVENT - Don't miss the Parent Workshop

Hype-publicity can be included in newsletters and other bulletins.

B. Have teachers/paraprofessionals personally call (see phone management plan) and invite each parent.

C. Provide babysitters and transportation when necessary. (Honor Society, Scouts, 4H Clubs, and other service organizations can be tapped for babysitting in the building while the meetings/workshops are in progress).

D. Send personal invitations. (See appendix for sample invitation)

E. Offer gifts or door prizes to those who attend. These can be solicited from local organizations and businesses.

F. Advertise in local newspapers. (Clip this for documentation files.)

G. If a School Events outdoor sign is available, list the meeting or workshop there.

H. Be hospitable; serve refreshments.

I. If you have bilingual students, send all communications in appropriate language.

Plan your agenda. Workshops can be conducted by staff and/or paid consultants. Two to two and one-half hours should be an adequate time frame for a workshop. Meetings need not be as long.

(See Appendix for sample agendas)

Prepare written programs and evaluation forms for distribution the night of the workshop.

For your own records and documentation, arrange for a sign-in or registration system the night of the workshop/meeting. If the meeting is small, a sign-in sheet can be passed around. If you are expecting a high attendance for a meeting or if you are having a workshop, a manned registration area is much more effective..

Statistics gathered from LEA records have revealed that for numerous reasons, attendance at annual meetings tends to be low whereas attendance at workshops is generally high. To capitalize on high workshop attendance, if workshops were to be held in a "timely way" (sec. 1016, Goal #5), conceivably the annual meeting/workshop could be a combined function. This would entail designating perhaps 30 minutes for a general session, used to fulfill requirements of annual meeting, prior to workshop activities.

Also, as the annual meeting can be held at building or district level, it is also possible to capitalize on the Fall Open House high attendance by including in the schedule a Chapter I visitation/meeting. Realizing that directors cannot be at all district open houses, particularly in large districts, staff should be trained and delegated to conduct building level meetings. To this end also, publications can be prepared which explain the regulations concerning parental involvement and parental rights for distribution at that time. Again, document attendance.

It has been unfortunate that in the past, statistics gathered on parental attendance do not reflect the high levels of parental involvement that are actualized in districts. These suggestions provide ways to make those statistics a truer reflection of the high degree of parental involvement that is otherwise apparent.

The following is a checklist to assist you in "making parents aware of parental involvement requirements and other relevant provisions of the program." (Federal Register, May 19, 1989, Section 200.34, C6)

I. Parent Involvement Relevant to Chapter I:
At the local level --

- in having input in the design and implementation of local programs

- in evaluation of the local program

- in home and school activities that improve their abilities to assist their children's achievement

- in an annual meeting

- in having opportunities for other meetings if desired

II. Chapter I Parents Have the Right to:

- information in a timely manner and in a form and language they understand
- information on specific requirements of Chapter I
- copies of plans, evaluations, improvement plans, and other public documents
- written policies, provided to them, that ensure their involvement
- the Policy Manual to be published by the Education Department
- meaningful consultation with the LEA and school personnel, defined as consultation that is "organized, systematic, ongoing, informed, and timely in relation to programmatic decisions. Timely response to parent recommendations is also an essential part of the consultation."
- involvement in all aspects of the program
- a comprehensive range of opportunities to participate in the program
- regular meetings that they may organize for themselves
- reasonable support for their activities
- training, to the maximum extent practicable, for parents to work with their children to attain the instructional objectives, to understand the program requirements, to build home-school partnerships
- access, on an ongoing basis, to personnel, and to observe the program
- reports on their children's progress and at least one parent-teacher conference per year
- materials which build their capacity to improve their children's learning
- the choice of their children's presentatives, in lieu of parents, and the choice of their own representatives when appropriate for various functional requirements of the Act
- request reasonable support for their activities
- the use of complaint procedures to correct violations of the Act

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Goal #3 - to train teachers and other staff involved in programs under this Chapter to work effectively with the parents of participating students.

Whereas parent involvement is highly effective at the "grass roots" or classroom level, it is not reasonable to expect a director to personally supervise all parental involvement efforts. It is reasonable to expect directors to train teachers and staff in effective communications strategies and documentation thereof. This is not to say that a director's involvement is to be limited to staff training, *it is to say that effective delegation can lessen the burden of the director in the area of parental involvement.*

Staff training can be accomplished by:

- inservice
- conference/seminar attendance
- publications
- video/audial cassette training packages
- modeling

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Goal #4 - to consult with parents, on an ongoing basis, concerning the manner in which the school and parents can better work together to achieve the program's objectives and to give parents a feeling of partnership in the education of their children.

Ongoing consultation commences with your notification to the parents of the child's participation in the program. The second step can be sponsoring, as required in Public Law 100-297 - April 28, 1988 sec. 1016(c), an annual meeting. The purpose of this meeting is to explain to parents the programs and activities provided with funds under this Chapter. Such meetings may be district-wide or at the building level. This is an excellent opportunity to solicit the parent's input and, in satisfaction of 1016-c-4, to provide parents an opportunity for regular meetings which can then be scheduled. One way to involve parents in the planning, design, and implementation of programs is to form a committee of interested parents. All parents should be given opportunity to participate and notice of the activities of this committee should be provided (i.e. through bulletin or newsletter) to all parents.

Another manner of soliciting parental suggestions in the planning, development, and operation of the program is via a parent survey. This form can be distributed at workshops, meetings, or sent home with the children, or incorporated into the required parent-teacher conference. As an evaluation of the current program is also required, it too can be incorporated in this survey.

Take heed: A parent's signature where required on federal proposals is not akin to a rubber stamp. Parents are to be involved in decision-making, their function is not to simply approve decisions already made by others.

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Goal #5 - to provide a comprehensive range of opportunities for parents to become informed, in a timely way, about how the program will be designed, operated, and evaluated, allowing opportunities for parental participation, so that parents and educators can work together to achieve the program's objectives.

The key phrase in this passage is "in a timely way". It is important to note that parental recommendations are advisory. While advice is not always followed, it must be solicited and responded to "in a timely way". Certainly if many of the suggestions in this manual are followed, a "comprehensive range of opportunities" will be provided.

Suggestions for a comprehensive range of opportunities:

a) annual meeting
b) regular meetings
c) newsletters requesting comments
d) parental surveys
e) bulletins
f) parent-teacher conferences
g) information hotline (see TransParent Model)
h) public notice
i) publicly displayed information posters
j) suggestion box for parents
k) personal phone contact

(Documentation: Copies of newsletters, bulletins, logs of phone contact, minutes of meetings, schedules of conferences, public notice of meetings)

Again, as noted in discussion of Goal #4, the nature of parental involvement is emphasized by the phrase "in a timely way". Parents are to be involved in the process of decision-making. They are to be involved in "the planning, design, and implementation of programs". Where required, their signature on federal proposals is not obligatory nor is it token. It is a reflection of their involvement and they should not sign unless it is a true reflection.

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Goal #6 - to ensure opportunities, to the extent practicable, for the full participation of parents who lack literacy skills or whose native language is not English.

Direct verbal communication (telephone, radio announcement of meetings, etc.) provides for parents lacking literary skills. A verbal or written translation of general communications is required for parents whose native language is not English if they do not speak or understand English. The extreme of this section includes parents who may be deaf or blind. Certainly a combination of written and oral communications would provide access to information for most cases. Language barriers need to be dealt with specifically.

Sec. 1016 (c) Mechanisms for Parental Involvement

- written policies for parental involvement
- reasonable support for parental involvement activities

- annual meeting to which all parents of participating children shall be invited
- reports on children's progress to parents of participating children
- ready accessibility of educational personnel to parents including opportunity to observe activities (i.e. classes or instruction) under this Chapter
- opportunities for regular meeting of parents
- timely information

Parent programs, activities, and procedures may include:

- regular parent conferences
- parent resource centers
- parent training programs
- reasonable and necessary expenditures associated with the attendance of parents at training sessions
- hiring, training, and utilization of parental involvement liaison workers
- training of personnel to work with parents
- use of parents as classroom volunteers, tutors, and aides
- provision of school-to-home complimentary curriculum materials
- solicitation of parent suggestions
- timely responses to parent recommendations
- parent advisory councils

In closing, please keep in mind the following adage:

Parent Involvement can be a thorn in our side or a wind at our back.

Research is currently reflecting the fact that as parental involvement increases, so does student achievement. In recognition of the need for directly involving parents, the United States Government has mandated parental involvement. In fact, by the directive of the two words "only if", implementation of Chapter I, would not be possible without parental involvement.

"Toward the end, a local educational agency may receive funds under this Chapter ONLY IF it implements programs, activities, and procedures for the involvement of parents in programs assisted under this Chapter." We have no choice on whether or not to involve parents, our only choice is "thorn" or "wind". Directors, as your title implies, you are in a position to choose "wind" and then provide the direction that you wish the wind to follow. I leave you with an Irish blessing, "May the wind be always at your back."

APPENDIX

CAPITAL SCHOOL DISTRICT

POLICY FOR PARENTAL INVOLVEMENT

1988-89

1. All parents of elementary students will receive an informational brochure about Chapter I at the beginning of the school year.

2. All parents of Chapter I Students will be notified by letter that their child is participating in the program.

3. A meeting will be held during the fall of each year to which each parent or guardian of a Chapter I participant will be invited. The purpose of this meeting will be to outline the project purposes and discuss the planned project activities for the year.

4. A meeting will be held during the month of May each year to which all parents of the Capital School District will be invited with special notices going to Chapter I parents. The purpose of this meeting will be to reflect on the year's activities and discuss modifications for the next year's project.

5. Effort will be made by the project managers to encourage parents of children in the program only to become active on the state-wide PAC.

6. Parents and staff will be involved in planning a parent workshop to be held during the year. The purpose of the workshop will be to help parents support their child's education at home.

7. Parent materials will be available at the parent workshop. A shelf of parent resource material and library books will be available at all times at the Instructional Materials Center.

8. Parents will be encouraged and funds will be made available for parents to attend the statewide Chapter I workshop.

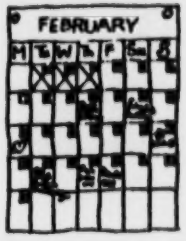
9. Parent activities will be recognized and printed in the district newsletter as well as local newspapers.

10. A certificate(s) will be given at the end of the school year to recognize any parent(s) who have made significant contributions to the ECIA Chapter I Project in the district.

What Is Chapter 1?

Chapter 1 **is a federally funded program operating in the elementary schools of the Capital School District during the school year.**

The *Chapter 1 Program* will provide a teacher and/or aides to work within each building on a daily basis, each following a prescribed schedule.



What Do Chapter 1 Teachers and Aides Do?

Chapter 1 **teachers and aides work cooperatively with classroom teachers. In grades one through four, they will provide extra help in the reading areas, including spelling, writing and language. Extra help in math, science, and social studies will be provided for some students. In kindergarten, aides help students learn readiness skills. They also work on enhancing language development.**

Who Will Receive This Help?

Extra help will be given to those students who are having the most difficulty in kindergarten through grade four.

Any and all extra help will be in addition to the student's regular program and will usually be given within the classroom setting.

How Can Parents Get Involved?

During the school year, parents will be invited to meet the *Chapter 1* staff and discuss the program further with them. If you have any concerns regarding participation in the program, please contact the principal of your child's school.

BEST COPY AVAILABLE

You are cordially invited to attend a

Chapter I Workshop

Thursday, March 10, 1988

South Dover School, South State Street

7:00-8:30 p.m.

Parents will receive materials and
ideas they can use to help
their children at home.

Each family will receive a free book
for their child enrolled in Chapter I.

Children are welcomed.

BEST COPY AVAILABLE

PLEASE ATTEND!

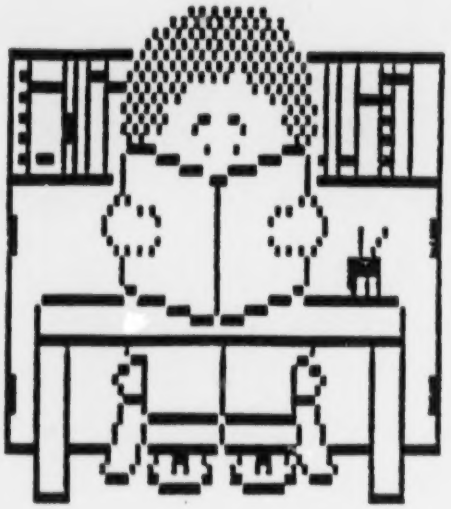
Parent Meeting - Chapter I

Thursday Evening

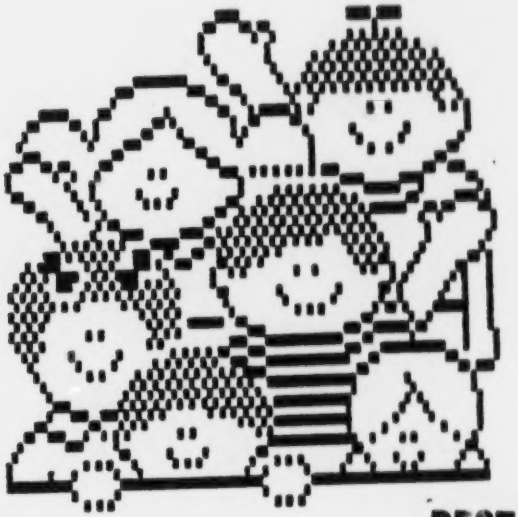
November 19, 1987

Fairview Elementary School Cafeteria
(Pear Street and Walker Road)

7:00 P. M.



The purpose of this meeting is to review the 1987-88 Chapter I Project in the Capital School District. Comments and suggestions will be encouraged to assist us in meeting the needs of our students to the greatest extent possible.



The meeting is open to the public.

REFRESHMENTS WILL BE SERVED!

BEST COPY AVAILABLE

For further information call: 736-5502

CHAPTER I PARENT MEETING

November 19, 1987

I. Registration of Parents

II. Overview of Chapter I Project

III. Parent Involvement Activities

IV. Questions and Answers

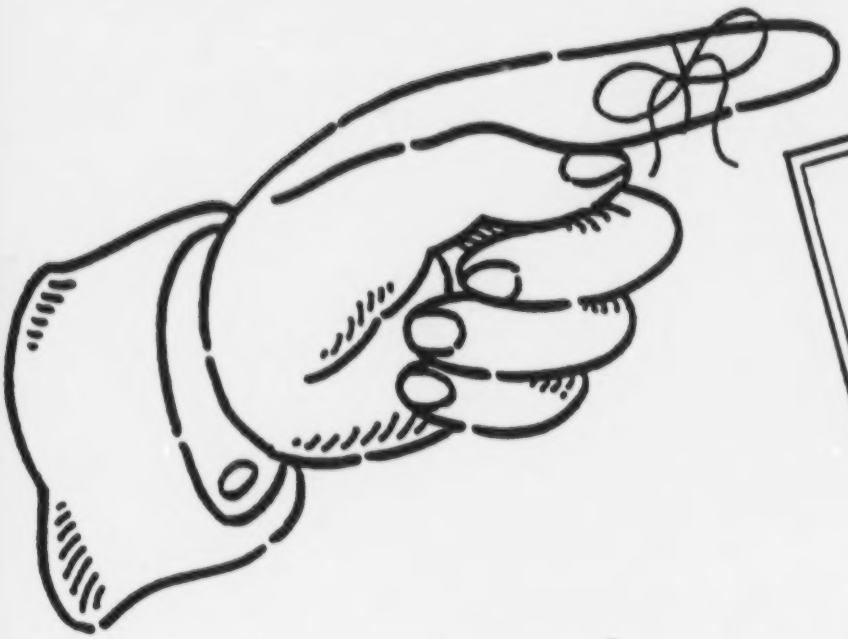
V. Video on Parent Involvement

VI. Survey

VII. Refreshments

*A meeting for the purpose of planning the Parent Workshop will be held on December 14th, 3:30 P.M. in the East Wing Conference Room at Central Middle School. If you would like to assist us in planning this event, please attend.

PLEASE COME



REMINDER TO PARENTS

Please help your child's school win an award for the most parents in attendance at our Parent Workshop.

FREE BOOKS

FREE MATERIALS

Thursday, March 10, 1988

South Elementary School

South State Street

7:00-8:30 P.M.

MOVIES FOR CHILDREN

REFRESHMENTS

PARENT WORKSHOP

February 28, 1989

CHAPTER 1

Capital School District

AGENDA

Registration

Opening Remarks--

Mr. Ronald Bogia

Mrs. Tina Huff

Dr. Joseph Crossen

Dr. Edwin Skinner

7:15 - 7:45 First Session

7:50 - 8:20 Second Session

8:20 Evaluation

Drawing for Bicycles

Closing Remarks

Refreshments

FIRST SESSION - 7:15-7:45 P.M.

Choose 1 to attend.

I. WORKSHOP: POSITIVE PARENTS

This workshop will focus on teaching parents the skills of a positive approach to increase the chances of educational and career success of their children.

PRESENTER: Mr. Burt Freeman, Consultant
Polk Associates

PLACE: Gym

II. WORKSHOP: HELPING YOUR CHILD GET READY TO READ

This session will focus on some guidelines for parents to follow as their child gets ready to read. Participants will also receive specific information on skills and activities to use at home.

PRESENTER: Mrs. Sue Bryde
Child Development Specialist
Delaware Early Childhood Diagnostic and Intervention Center

PLACE: Room 3

III. WORKSHOP: A PLACE FOR PARENTS AND KIDS: THE WONDERS OF THE DOVER PUBLIC LIBRARY

Find out what the Dover Public Library can do for you and your child. Family nights, special concerts, shows and more are available. A slide show will be part of this presentation.

PRESENTER: Mrs. Nancy Short, Children's Librarian
Dover Public Library

PLACE: Room 4

IV. WORKSHOP: READING ALOUD/LISTENING

The importance of reading aloud will be discussed. A sampling of materials and activities designed to make children better listeners will be provided.

PRESENTER: Mrs. Theresa Holmes, Chapter I Teacher
South Elementary School

PLACE: Room 5

V. WORKSHOP: DEVELOPING LANGUAGE AND WRITING SKILLS

This workshop will offer suggestions for language and writing activities you can do with materials found at home.

PRESENTER: Mrs. Judy Sheldon, Chapter I Teacher
Holy Cross/South Elementary Schools

PLACE: Room 6

VI. WORKSHOP: VOCABULARY RECOGNITION

A workshop designed to give ideas on ways to help children improve their word recognition. Handouts will be available.

PRESENTER: Ms. Linda Steveskey, Chapter I Teacher
Towne Point Elementary School

PLACE: Room 7

VII. WORKSHOP: THE NEW CHAPTER I LAW

Chapter I has been reauthorized for four years. Dr. Skinner will discuss the new law and what it means for parents.

PRESENTER: Dr. Edwin Skinner, State Supervisor
of Chapter I, Department of Public
Instruction

PLACE: Room 8

VIII. WORKSHOP: TAKE A BREAK!

Do you have trouble getting your child to behave? This workshop will cover managing problem behaviors at home, school, and in public places.

PRESENTER: Mrs. Pat Pratt, School Psychologist
Delaware Early Childhood Diagnostic
and Intervention Center

PLACE: Room 9

IX. WORKSHOP: MAKE AND TAKE SESSION FOR PARENTS OF KINDERGARTEN, READINESS AND FIRST GRADE STUDENTS

A workshop to provide parents with games and learning activities to help motivate students and reinforce skills in reading and math.

PRESENTERS: Karen Hammer, Fairview Elementary
Carolee Pocius, South Elementary
Kathy Reese, East Elementary

PLACE: Room 1

X. WORKSHOP: MAKE AND TAKE SESSION FOR PARENTS OF SECOND, THIRD AND FOURTH GRADE STUDENTS

A workshop to provide parents with games and learning activities to motivate students and reinforce skills in reading and math.

PRESENTERS: Ann Outten, Fairview Elementary
Patti Bogetti, East Elementary
Judy Jones, South Elementary
Paulette Kent, Fairview Elementary
Sharon Reed, West Elementary

PLACE: Room 2

XI. WORKSHOP: CHAPTER I IN THE CAPITAL SCHOOL DISTRICT

A short overview of the program in Capital will be followed by a question and answer period.

PRESENTER: Mrs. Tina Huff, Supervisor of Chapter I
Capital School District

PLACE: Room 10

SECOND SESSION - 7:50-8:20 P.M.

ALL SESSIONS REPEAT.

CHOOSE ANOTHER TO ATTEND.

RECOGNITION

The following teachers, secretaries, parents and aides made this workshop possible:

Theresa Holmes
Judy Sheldon
Linda Steveskey
Sharon Turner
Loretta Peer
Patti Bogetti
Gale Goldey
Shirley Schock
Judy Jones
Sharon Reed
Carolee Pocius
Ellen Woollens
Dianne Ridgeway
Judi Gould
Jackie Divita
Debora Voshell
Donna Scheppens
Carel Morris
Kathy Reese
Elaine Larson
Doris Kinnamon
Dee Ridgeway
Evelyn Carney
Nancy Bernard
Aleta Kane
Anne Outten
Darlene Coleman
Paulette Kent
Karen Hammer
Dorothy Rummell
Karen Blakeman
Beth Jelich
Janice Austin
Doreen Weber
Donna Rinehart
Jennie Hall
Joanne Pate
Dianne Hamm
Dorothy Langston
Jane Tinsley
Anne Cooper
Mrs. Rodney Comegys
Mr. Balcerak
Mrs. Jean Benzin
Mr. & Mrs. Benini
Winnie Bossard
Barbara Cooper

SPECIAL THANKS

TO:

OUR PARENTS

SYDEL'S EGG FARM

SUPER FRESH FOOD MARKET

MR. RON BOGIA, PRINCIPAL

CAFETERIA AND CUSTODIAL STAFF
AT EAST ELEMENTARY SCHOOL

We Appreciate Your Attendance and Support!

PLEASE MARK YOUR CALENDAR:

Tuesday, March 21

Parent Meeting

7:00 P. M.

At this meeting we will discuss the Chapter I Project for next year. We will listen to and discuss recommendations from parents. We welcome your input.

CHAPTER ONE
Makes learning fun.

CHAPTER 1

Parent Workshop

February 25, 1987

I visited the following tables: Listening Understanding Self Concept Parent Resources Vocabulary

---

(Please Circle)	NO		YES/SOME		DEFINITELY
1. I learned something about reading from the sessions I attended.	1	2	3	4	5
2. I will be able to use what I learned in helping my child.	1	2	3	4	5
3. I would attend another workshop of this type.	1	2	3	4	5

If you would be interested in attending another workshop, please list any specific topics you would like to have covered:

COMMENTS OR CONCERNS:

Thank you for supporting Chapter 1!

PARENT SURVEY

Name _____ Phone # (Home) _____ (Work) _____

Address [illegible] Do School [illegible]

Child's Name Caitlin Grade 1 Date 4/[illegible]

PARENTAL INVOLVEMENT

As a parent, I would like to be involved in Chapter I in the following ways:

Conferences.

CHAPTER I PROJECT PROPOSAL:

I am pleased with these parts of the project and hope they will not change:

The Help project

I would like to recommend these changes in the project:

none

Additional Comments:

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THANK YOU FOR SUPPORTING CHAPTER I!

BRANDYWINE School District

FRANK J. FURGELE, SUPERINTENDENT

Mount Pleasant Elementary School

500 DUNCAN ROAD
WILMINGTON, DELAWARE 19809
(302) 762-7120

NICHOLAS A. COFRANCESCO, PRINCIPAL

Date: _____

Dear Parents,

Your child, _____ has been selected to participate in the Chapter I Reading Program at Mount Pleasant Elementary School. Students in this program receive an additional thirty minutes of reading instruction each day. We are confident that your child will benefit from this opportunity to improve his/her reading skills. You will receive a separate progress report when the classroom report cards are issued.

So that I can be sure you are aware of your child's participation in the Chapter I Program, please sign on the line below and have your child return that portion of the letter to me. If you have any questions about this program, please contact me at school.

Yours truly,

Nancy Haddock

Nancy Haddock
Chapter I Reading Teacher

NH:cj

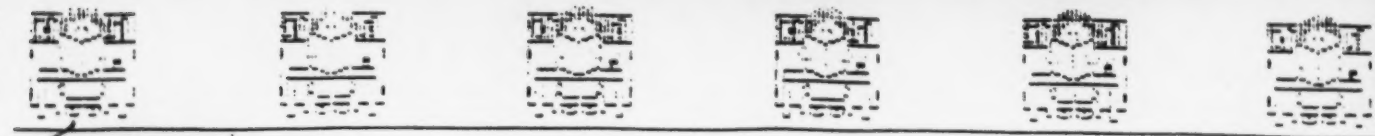
I have read this letter and understand that my child is receiving extra help in reading through the Chapter I Program.

_____

Parent's Signature

_____

Date



QUESTIONS PARENTS OFTEN ASK

1. What is the Chapter One program? This is a federally-funded program that provides an extra half-hour of reading instruction each day for selected students.

2. What is the Basic Skills program? This program also provides an additional half hour of reading instruction each day for selected students. This program is funded by the state of Delaware.

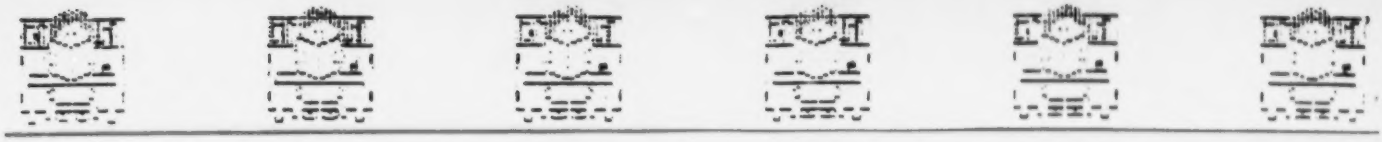
3. How was my child chosen to participate? Classroom teachers often suggest those students whom they feel will benefit from extra help. Your child's performance on last year's standardized test is also considered before students are admitted to either program.

4. What happens during my child's Chapter I or Basic Skills class? Your child works in a small group of 8-10 children. Classes last about 30 minutes. During that time your child may work on phonics skills, improving his sight vocabulary and understanding of what he reads.

5. Does my child miss something in his regular classroom during that time? Children do not miss reading or math or special classes such as art or music. Because we think that these extra reading programs are very important, classroom teachers do not hold students responsible for material covered during that time.

6. Will I have a conference with the Chapter I/Basic Skills teacher? Does my child receive a grade for this class?

Yes, I will schedule a conference with you. Your child will not receive a grade but I will send home a progress report at report card time.



7. How can I help my child at home?

First of all, read to your child. All Mt. Pleasant students borrow wonderful books from our library. Ask your child to bring a book home so that you may read it to him or her. Talk with your child about the story and about the pictures. Make sure you keep these reading sessions short but enjoyable for both of you.

You also can help by setting a good example. Turn off the TV and radio so that your child can see you reading a magazine or newspaper.

8. Should I make my child sound out all the words he doesn't know?

No, no one would enjoy reading like that. Instead, ask your child to skip the unknown word and read the rest of the sentence. Then try the sentence again. If your child still does not know the word, tell him and allow him to go on with the story.

9. May I get in touch with you at school?

Yes, Call the office and leave a message. I'll return your call as soon as possible.

10. Is my child upset about leaving his classroom for extra help?

Most children enjoy their extra class very much. Other students who are not in the program often ask when they can join us.

Most children love books and enjoy reading, even if reading is difficult for them. Mrs. Gaudino and I also enjoy our classes with your children. Reading is fun for all of us!

BRANDYWINE School District

CHAPTER 1 READING REPORT

Student_____ Date: _____

Chapter 1 Teacher: N. Haddock Grade 1

A= almost always P=part of the time N=not yet

Reading Attitude	Comments
1. listens to stories attentively	
2. chooses to read books	

Shared Book Experience	
1. Joins in when able	
2. Answers questions	
3. Can retell story in own words	

Reading Strategies	
1. Can identify letters of alphabet	
2. Knows consonant sounds	
3. Has a small sight vocabulary	
4. Reads fluently	

Classroom Behavior	
1. Works and cooperates with others	
2. Follows instructions	
3. Considers others' feelings	
4. Listens while others speak	

The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, P.L. 100-297 provides federal assistance to reinforce and remediate skills of identified students.

Through the financial assistance of Chapter I, the district provides programs to meet the academic needs of children.

The Chapter I Program, Project Academic Success, offers supplemental programs to eligible elementary schools and four catholic schools. Students in grades K-6 participate in programs which are designed to supplement readiness, reading and math instruction for identified target students.

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PARENT INVOLVEMENT

Parent involvement is an important part of Chapter I. The District Parent Advisory Council is composed of representatives from each target school.

BRANDYWINE School District

FRANK J. FURGELE, SUPERINTENDENT

Lombardy Elementary School
412 FOULK ROAD
WILMINGTON, DELAWARE 19803
(302) 762-7190

KATHLEEN A. OVERSTREET, PRINCIPAL

Dear Parents:

We welcome your child to the First Grade Chapter I Reading program. We would like you to help us help your child get off to a great start. Here are some ways to support your child:

1. Read to your child each day and talk to your child about what you have read. Your child can bring a book home every day. Please look at the card in the back for suggested questions.

2. Help your child's vocabulary grow. Use correct words for the things you use (wrench, spatula, jack, etc.), for parts of the body (scalp, hip, wrist, etc.), for things you do (measure, lengthen, brake, etc.). Teach a word each day.

3. Discuss everyday experiences with your child. Why does ice melt and water freeze? Why is there a date on milk? What happens to bubbles in soda? Help him or her look for questions even if you can't answer them.

We hope this will help your child have a good start this year.

If you have questions, leave a message at the school office at 762-7190.

Sincerely,

Mrs. Alice Epstein

Mrs. Alice Epstein

Mrs Norma Nieliwocki

Mrs. Norma Nieliwocki

June, 1989

Dear Parents:

We have read many books to your child during this school year, and she/he has read many, too.

Now you and your child have a two-and-a-half month vacation. It would be helpful to build on your youngster's strengths in reading and writing over the summer. Without your help, she/he is likely to take a big step backward. Even with Summer School, your help is still needed at home.

You can help by:

1. Arranging time daily for silent reading.
2. Arranging time daily for reading aloud.
3. Planning weekly trips to the library.
4. Helping your child keep a notebook journal to write in three times a week.

We hope ye will welcome your child back to Lombardy in September with lots of reading skills and enthusiasm. Have a great summer!

Sincerely,

Mrs. Alice Epstein
Mrs. Norma Nieliwocki

Mrs. Alice Epstein
Mrs. Norma Nieliwocki
Chapter I and Basic Skills
Staff

COME TO A READING PARTY!

Especially for <u>Chapter I Parents</u> who want to help their children become better readers. Your child will learn to be a happier, better reader with your help.

BRING YOUR CHILD

You and your child are invited to come to school and learn about "Paired Reading". Paired reading is a simple, special way of reading with a child.

JANUARY 23, 1990

6:45 P.M.

LOMBARDY ELEMENTARY SCHOOL LIBRARY

We hope to see both you and your child at this special event.

JOIN THE PARTY! CELEBRATE READING!

BRANDYWINE School District

BRANDYWINE School District

[illegible]NSYLVANIA AVENUE • CLAYMONT, DELAWARE 19703

DAILY PROGRESS REPORT

Student's Name_____ Date_____

Period	Arrived to Class On Time	Prepared for Class	Did Assigned Work in Class	Turned in Homework	Homework for Tonight	Comments	Teacher's Initials
1	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____		
2	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____		
3	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____		
4	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____		
5	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____		
6	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____		
7	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____	yes____ no ____		

Parent Comments:

_____
Parent Signature

CAPE HENLOPEN SCHOOL DISTRICT

BOARD OF EDUCATION

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MR. HARRY ISAACS, JR.

MR. WILLIAM WALLACE, SR.

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DR. JAMES WILSON, Superintendent and Executive Secretary

MRS. BARBARA DUGENT, Parent Representative
Cape Henlopen Parent Advisory Committee

DR. NANCY FEICHTL, Director of Elementary Education and
Special Programs

MRS. NANCY MEADOWS, Workshop Coordinator

MISS DAWN BRITTINGHAM, Workshop Secretary

CAPE HENLOPEN SCHOOL DISTRICT

CHAPTER I AND PRE-SCHOOL

SPECIAL PROGRAMS PRESENTS....

"PARENTS'

WORKSHOP

AT

SCHOOL"

WHEN: Wednesday, January 10, 1990

SNOWDATE: Wednesday, January 24, 1990

WHERE: Shields Elementary School
Lewes, DE 19958

TIME: 7:00 - 9:00 p.m.

Delmar School District

EIGHTH AND JEWEL STREETS • DELMAR, DELAWARE 19940 • (302) 846-9544

ADMINISTRATION
Dr Wayne C Bastian
Superintendent
Kenneth T Matthews
Administrative Assistant

September 29, 1989

BOARD OF EDUCATION
Mrs Pauline E Hammond
President
Martin E Naugle
Vice President
Mrs Faye B Hudson
Mrs Jane A Long
Timothy J Smith

RE: _____

GRADE: ___ Reading ___ Mathematics ___

Dear

Delmar has received federal funds to continue its special program of reading and mathematics improvement in grades 7, 8, and 9. The project, "Reading and Mathematics Progress," is funded for 1989-'90 as Chapter 1 (formerly Title I) of the federal E.C.I.A. An abstract of the program is included on the reverse side of this letter.

Based on standardized tests, teacher tests/assessments, and other factors, your child will be one of sixty (60) participating in this Chapter 1 program. He/she will receive help in reading, mathematics, or both as cited above. We also hope to operate some extra tutorial time when possible. Help might include use of computer-assisted instruction, an assistant for small group or tutorial help, especially created materials, help on the minimum competency requirement, etc.

We have a small advisory group of parents and staff. We will select several new members this year. Mrs. Jane Long is currently the chairperson of this committee. Mrs. Pat Moore is our representative on the Delaware State PAC of Chapter 1.

The teachers who will be involved this year in the Chapter 1 project will be glad to provide insights and/or answer questions. They are: Ruth Ellis (reading 7), Jane Phillips (math 7), Dr. Joanne Czernik (reading 8-9), and Charity Phillips (math 8).

If you have questions about our project, please feel free to call me or project secretary, Pat Naugle at 846-9544.

We would also like to invite you to a special "Chapter 1 Annual Parent Night" on Tuesday evening, October 3 at 7:30 p.m. in room 115! The south entrance of the building will be open.

Sincerely,

Ken Matthews

Kenneth T. Matthews
Project Director

KTMatthews:pn

cc: Mrs. Jane Long
Mrs. Pat Moore

Delmar School District

EIGHTH AND JEWEL STREETS • DELMAR, DELAWARE 19940 • (302) 846-9544

ADMINISTRATION
Dr Wayne C Bastian
Superintendent
Kenneth T Matthews
Assistant Superintendent

BOARD OF EDUCATION
Martin E Naugle
President
Mrs Faye B Hudson
Vice President
Mr. [illegible] A [illegible]
William H [illegible]
Timothy J Smith

SENT TO:

November 7, 1989

RE: **Welcome to Advisory Membership!**

Dear

As we indicated in the Chapter 1 Program Orientation, we are adding members to the Delmar Chapter 1/Resource Advisory Committee. This will continue a membership of a majority of Chapter 1 parents. Staff members will also continue to serve. A revised 1989-'90 roster is enclosed.

Welcome to our advisory! A summary of a last year's meeting is enclosed to give you some further background.

The normal "term" of service is 3 years. Since your child is in grade 7, he/she may not be "designated" next year. Nonetheless, we'd like you to continue to service, giving us the advantage of your experiences and a continuity of service.

Our first meeting is set for Thursday, November 30. It will convene at 7:00 p.m. in room 115 (Mrs. Ellis').

Please call me, Chairperson Jane Long, or State Advisory representative, Pat Moore, if you have questions or concerns.

Thanks for accepting this post. We look forward to seeing you on November 30!

Sincerely,

Kenneth T. Matthews
Project Director

KTMatthews:pn

Enclosures (2)

cc: Mrs. Jane Long
Mrs. Patricia Moore
Dr. Wayne Bastian
Mr.Jay Green

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file 3)

Delmar School District

EIGHTH AND JEWEL STREETS • DELMAR, DELAWARE 19940 • (302) 846-9544

ADMINISTRATION
Dr. Wayne C. Bastian
Superintendent
Kenneth T. Matthews
Assistant Superintendent

BOARD OF EDUCATION
Martin E. Naugle
President
Mrs. Faye B. Hudson
Vice President
Mr. Jane A. Long
William H. Nichols
Timothy J. Smith

November 8, 1989

SENT TO:

RE: Thank You for Advisory Term of Service

Dear

As we approach another federal Chapter 1 year, I note that you have completed the three-year term of office as a member of our parent advisory committee. Parents of new grade seven designated students have been selected to round out membership to assure a majority of parent members.

All of us on the Advisory and in the school and district, are appreciative of this and other supports which you have rendered. **THANK YOU FROM ALL OF US, FOR THIS SERVICE!**

The project, "Reading and Mathematics Progress," is funded for 1989-'90. It will continue to serve students in grades 7-8-9 under provisions of the federal statute, E.C.I.A., Chapter 1. Delmar retains a parent advisory to provide for systematic consultation into this program. Naturally, we still invite your suggestions relative to all school activities, and we hope to feel free to avail ourselves of your volunteer services as needs arise.

Again **THANKS** for the fine parent advisory services!

Sincerely,

Kenneth T. Matthews
Chapter 1 Project Director

KTMatthews:pn

cc: Mrs. Jane Long, Advisory Chairperson
Dr. Wayne C. Bastian
Mr. Jay Green

4.)

Delmar School District

EIGHTH AND JEWEL STREETS • DELMAR, DELAWARE 19940 • (302) 846-9544

ADMINISTRATION
Dr. Wayne C. Bastian
Superintendent
Kenneth T. Matthews
Assistant Superintendent

November 7, 1989

BOARD OF EDUCATION
Martin E. Nauge
President
Mrs. Faye B. Hudson
Vice President
Mrs. Jane A. Long
William H. Nagel
Timothy J. Smith

RE: Invitation to Chapter 1/Resource Advisory, November 30, 1989

Dear

On behalf of chairperson, Jane Long, we would like to invite you, as a member to our first 1989-'90 meeting of the Delmar Chapter 1 and Resource Program Parent Advisory Committee. It is scheduled for **7:00 p.m. on Thursday evening, November 30** in room 115 (Mrs. Ruth Ellis' reading laboratory). A roster is enclosed. Also enclosed is an agenda of our Chapter 1 "Parent Orientation" meeting held on October 3. We will also be welcoming four (4) new members. These are:

Mrs.Hazel Brumbley
Mrs. Pat Lankford
Mrs. Wendy Phillips
Mrs. Linda Hastings

The Advisory will continue to focus on both the 1989-'90 Chapter 1 project, and the Resource Center program. Agenda highlights will likely include:

-- Highlights of Parent Orientation Meeting
-- Roles of Surrogate Parents and Certified Parent Trainers
-- 1989-'90 Projects (2) Highlights: Staff, Equipment, Activity, etc.
-- Chapter 1 "Locater Testing" (math and reading)
-- State Chapter 1 Parent Workshop(s)
-- Inputs/Involvement of Parents in Projects
-- Key Vocational Testing

We look forward to this opportunity to share concerns. See you at **7:00 p.m. November 30!** After the Advisory, you may want to stay for the Annual Fall Open House. Feel free to visit all the Chapter 1 and Resource rooms.

Sincerely,

Kenneth T. Matthews
Chapter 1 and EHA-B Project Director

KTMatthews:pn

Enclosures (2)

cc: Dr. Wayne C. Bastian
Mr. Jay Green
Mrs. Jane Long
Mrs. Patricia Moore

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Delmar School District

EIGHTH AND JEWEL STREETS • DELMAR, DELAWARE 19940 • (302) 846-9544

February 1, 1989

ADMINISTRATION
Dr. Wayne C. Bastian
Superintendent
Kenneth T. Matthews
Administrative Assistant

BOARD OF EDUCATION
Mrs. Pauline E. Hammond
President
Martin E. Naugle
Vice President
Mrs. Faye B. Hudson
Mrs. Jane A. Long
Timothy J. Smith

RE: **Invitation to Third Annual "Joint Dessert Meeting" of — Delmar Chapter 1/Resource Advisory, and Delmar Vocational/Career Education Advisory**

On behalf of chairpersons Jane Long (Chapter 1/Resource) and Jim Pusey (Vocational/Career Education) of our Advisories, we would like to invite you to our third joint meeting! It is set for:

Thursday Evening, February 9
7:30 p.m.
Delmar Junior-Senior High Home Economics Suite

This meeting will have several "common interests" in the agenda. Items will update us on those Delmar education points "where vocational/career education needs tend to blend with academic remediation, the handicapped, and the disadvantaged." Some members of the two advisories will share their involvement in a variety of statewide activities. This will, of course, correlate with Vocational Education Week (February 5-11). In terms of the age and grade level of students involved, the agenda will also help focus a preview on Middle Level Education Week (March 12-18).

The evening will tend to focus upon several current thrusts:

The new federal Chapter 1 and Delmar's program;
The new Middle Level guidance professional, Claudia Franceschi;
Revised vocational courses - approved in '88-'89;
Middle-level programs in grades 7-8;
Key Vocational Assessment testing in grade 8 this year; and
Delmar's Local Operational Plan for Special Education and Related Services for Exceptional Children.

We also hope to include a Delmar tradition -- the Renee Morison dessert, tailored to Valentine's Day and goodies!

Please call me (846-9544) or Mrs. Pat Naugle if you cannot attend!

Sincerely,

Kenneth T. Matthews
Projects Coordinator

KTMatthews:pn

cc: Mrs. Jane Long
Mr. James Pusey

6.)

Delmar School District

EIGHTH AND JEWEL STREETS • DELMAR, DELAWARE 19940 • (302) 846-9544

ADMINISTRATION
Dr Wayne C Bastian
Superintendent
Kenneth T Matthews
Administrative Assistant

May 17, 1989

BOARD OF EDUCATION
Mrs Pauline E Hammond
President
Martin E Naugle
Vice President
Mrs Faye B Hudson
Mrs Jane A Long
Timothy J Smith

RE: "Chapter 1 Project Development Workshop"

Dear

Our Advisory, at its April 20 meeting, authorized a "working meeting" to develop the major components of Delmar's 3-Year plan and 1989'90 Project Proposal for E.C.I.A. Chapter 1.

On behalf of Chairperson, Jane Long, we wish to invite you to such a meeting:

Monday evening, May 22
Delmar Conference Room
7:00 p.m. -- 8:30 p.m.

While we hope to have some "goodies," it is intended to be a "shirt sleeve" and "hands on" session. We will review the new law and our '89-'90 allocation of funds--then "have at it"!

Please call me, or Pat Naugle, if you **cannot** attend! We'll hope to see you there!

Sincerely,

Ken Matthews

Kenneth T. Matthews
Project Director

KTMatthews:pn
Enclosure (1)
cc: Mrs. Jane Long, Chairperson
Mrs. Ruth Ellis, Secretary
Mrs. Pat Moore, State PAC Representative

OCT 25 1989

TENTATIVE AGENDA
"Annual Meeting"
PARENT ORIENTATION MEETING
Chapter 1, E.C.I.A.
7:30 p.m., October 3, 1989, Room 115

INFORMATION COPY
Delmar School District

I. WELCOME/INTRODUCTIONS . . . . . Ken Matthews, Project Director

A. Parents...60 Designated Students
B. Staff/Advisory

II. ORIENTATION: OUR ADVISORY COMMITTEE . . . . . —

III. ORIENTATION: OUR REPRESENTATIVE ON STATE ADVISORY . . . . —

IV. THE "NEW" FEDERAL CHAPTER 1 (P.L. 100-297)

A. Evaluation & Program Improvement
B. Required "School Improvement Plans"
(For some; N/A Delmar Currently)
C. Parent and Community Involvement

V. DELMAR'S E.C.I.A. CHAPTER 1 PROJECT, '89-'90 . . . . . —

A. "Reading and Mathematics Progress" (RAMP): Second of Three-Year Plan
B. The staff this year: 4 teachers, 4 p-t teacher assistants, 1 p-t secretary
C. Students, "located" and "designated," Grades 7-8-9
D. The "extras:" Teacher Assistant, Computer-Assisted Instruction, Materials
E. The '89-'90 Progress:" Spring-to-Spring scores on Stanford Achievement Test, 8th Ed.
F. Budget Essentials

VI. DELMAR CHAPTER 1 IN "NEW GRADE 7"

A. The Improved Middle Level Curriculum/Schedule
B. The "Teaming Period"
C. Chapter 1 Teachers (2) Among the "Team" (5)

VII. "PRESS:" PRE-VOCATIONAL READING

A. State Board of Education "Showcase" (3-17-'88)
B. Delaware Council on Exceptional Children Presentation, Spring '88
C. Brochures
D. Commentary re '89-'90 Directions

VIII. MATHEMATICS: GAINS/PROSPECTS

A. The Identified Students!
B. Methods, Materials, Grading!
C. Computer-Assisted Instruction

IX. PARENT ROLES—AN INVITATION

A. Advisory Members..New ones to be selected, grade 7
B. Suggestion/inputs for Project or new Plan: The May 22, 1989 Project Development Workshop
C. Delmar "Chapter 1 Parent Consultation Policy"
1. Federal Register(May 19, 1986)
2. Delmar's Project

OVER

BEST COPY AVAILABLE

Delmar School District's...

CHAPTER 1 COURIER

PARENTS

FACULTY

Dedicated to supplemental quality education
of Delmar's designated bi-state students.

February 1, 1990

INTERNAL REMINDERS

GROUP RIGHT RESPONSE REPORTS FOR CURRENT CHAPTER 1 STUDENTS. Some of these special-order computer reports have been used to date. They show the student's performance in depth...by objective,... by question item ... from his/her SAT8 (State Test), Spring '89! They are excellent supplement sources for teachers to direct teacher assistants in remediation.

The grade 8 Chapter 1 students and resource students' reports were especially ordered. Our Chapter 1 teachers can really get at individual student weaknesses with these.

PARAPROFESSIONAL WORKSHOP. Chapter 1 Teacher Assistants are invited to the all-day workshop on Friday, February 2, 1990 at the Dover Sheraton. The agenda is out! Our Teacher Assistants will, of course, be compensated for the extra hours.

FEBRUARY

ON-SITE EVALUATION BY D.P.I. February 27, 1990 is set for a 3-member team to visit our Chapter 1 Project: Dr. Edwin Skinner, Mrs. Kathaleen McCormick, and Mr. Frank Soriano.

STATE TESTING/CHAPTER 1 POST-TESTS. The allocated time for Spring testing is March 19--March 30. Claudia Franceschi and Jay Green will schedule for us. Remember, these scores for Chapter 1 students on the SAT8 will be the official post-tests for us. Urge attendance, and best performance to students!

MARCH

COMPUTERS, GAINS, STAND-ALONE USES, SOFTWARE. Our Computer Assisted Instruction (C.A.I.) monthly gains reports this year "look good." Most students are getting the suggested "on-task time"/3 lessons per week. Keep up the good work! Parents, thanks for the encouragement.

Time is also available, and one Chapter 1 micro is totally "stand alone." Dr. Czernik plans to use this one with a variety of software lessons.

OVER

BEST COPY AVAILABLE

Woodbridge Early Childhood Education Center

48 Church Street
Bridgeville, Delaware 19933
(302) 337-3469

Mrs. Peg Horton M. Ed.
Director of Special Programs

PARENTS - MAKE ACTIVITIES AND GAMES FOR YOUR YOUNG CHILDREN!

...AND TAKE THEM HOME!

Wednesday, December 6, 1989
7:00 - 8:30 p.m.

Woodbridge Early Childhood Education Center
48 Church Street
Bridgeville
All-Purpose Room

Deadline for registration: November 28, 1989

Adults Only

REGISTRATION FORM

Name_____

Home Telephone Number_____.

Please return to your child's teacher or Mrs. Horton at Woodbridge Early Childhood Education Center by November 28.

Presented by the Delaware Early Childhood Diagnostic and Intervention Center

RESPONSIBILITY PLUS

Do you have to constantly remind your child to complete homework?

Do you find yourself nagging your child to clean up his room?

Do you wonder how your teen will make choices about smoking, drugs, or friends?

Do you want your child to be more responsible?

If so, you are NOT alone!

L. F. Chapter I Parents Advisory Council invites you to attend a family workshop:

Responsibility Plus

Wednesday, February 28, 6-8 p.m.

Lake Forest High School

While you attend Responsibility Plus, LFHS Honor Society members will show videos to your children or babysit children under four years old. Refreshments will be provided.

For more information contact Carol S. Lamphier, 398-4272, or call your child's principal.

PARENT SURVEY

November 20, 1989

Please assist our program by filling in the following information.

Parent/School communication can be improved by_____

_____

_____

_____

_____

I'd like to know more about_____

_____

_____

_____

_____

General or Specific Comments/Suggestions regarding the Chapter I program_____

_____

_____

_____

_____

PRESS RELEASE

for publication week of February 19, 1990

headline: Do you want your child to be more responsible?

Do you have to constantly remind your child to complete homework? Do you find yourself nagging your child to clean up his room? Do you wonder how your teen will make choices about smoking, drugs, or friends? If so, you are not alone!

Lake Forest Chapter I Parents Advisory Council is inviting families to attend a workshop entitled Responsibility Plus. At the meeting, to be held on February 28 from 6 to 8 p.m. at Lake Forest High School, parents will learn how to help their children act more responsibly. The National PTA designed the workshop in cooperation with the March of Dimes.

While adults participate in Responsibility Plus, their children will be treated to their choice of several popular videos. Lake Forest Honor Society members will show Land Before Time, Bambi, E.T., Cinderella, Star Wars, Bill and Ted's Excellent Adventure, and New Kids on the Block. Babysitting will be provided for children under four. The videos are free for any child who brings an adult to the workshop.

For more information, contact Carol S. Lamphier, Lake Forest Federal Programs Office, 398-4272.

-30-

DocIV/publiChI

AN ORGANIZATIONAL HEALTH CHECK LIST

Place a check by the statement that you could say yes to when looking at your organization.

A healthy organization:

____1. Has a clear understanding of its purposes or goals.

____2. Makes progress toward its goals and with a maximum of efficiency and a minimum of wasted effort.

____3. Is able to look ahead and plan ahead as a group.

____4. Has developed an effective degree of intercommunication.

____5. Is able to initiate and carry on worthwhile, logical problem-solving.

____6. Has achieved a balance between established ways of working together and readiness to change its patterns when necessary.

____7. Is objective about its own functioning and intelligently make whatever procedural modifications are called for.

____8. Strikes an appropriate balance between group productivity and the satisfaction of ego need.

____9. Provides for the sharing and revolving of leadership responsibilities.

___10. Has a high degree of group solidarity but not to the point of exclusiveness.

___11. Makes intelligent use of the differing abilities and views of its members.

___12. Provides an atmosphere of freedom for the expression of all feelings and points of view.

___13. Faces reality, and works on the basis of fact rather than fantasy.

___14. Is not overdominated by its leader or by any of its members.

___15. Has achieved a healthy balance between cooperative and competitive behavior on part of its members.

___16. Strikes an appropriate balance between emotionality and rationality.

___17. Can readily change and adapt itself to the needs of differing situations and problems.

___18. Recognizes the limitations as well as the rewards of democratic procedures.

A RANGE OF QUALITIES OF ORGANIZATIONS

An Effective, Healthy Organization Has:

1. Clear, attainable goals which envolved as consensus decision from members.
2. Frequently-revolved leadership which includes members in decisions about tasks and goals.
3. Periodic review of both short term and long range goals and objectives by members and officers, with revisions where necessary to insure organizational vitality.
4. Opportunity for a range of differences with workable means for resolving disagreements.
5. Members and leaders highly committed to achieving the organization's goals, not to individual or "clique" self-seeking.
6. Input of new members who believe the organization is capable of achieving their goals.
7. A minimum of time and energy given to non-productive conflict and a maximum to service and goal achievement.

An Ineffective, Sick Organization Has:

1. Either too dominating or too weak leadership, with inadequate arrangements to make viable changes in leadership within reasonable time periods.
2. Non-productive conflict with little ability to resolve such differences within the organizational structure.
3. Little involvement of members in goal setting, decision-making and service, which generally results in low commitment and apathy.
4. Few new members, and an age-range of present members tending toward older people rather than young.
5. Extensive amounts of time given to "hosue-keeping" chores and social activities, rather than efforts toward goal-achievement.
6. A public image of being an ineffective or conflict prone organization.

THE ROLE OF THE CHAPTER I PARENT

In keeping with Federal and State requirements, parents must be involved in the planning, development, operation and evaluation of Chapter I projects. The parent, therefore, has many roles, the most important of which is regular committed involvement. The following are examples:

1. Parents as Helpers

   Volunteering services and talents to bring an even greater impact on Chapter I activities, parents can serve as aides, chaperons, lunch time helpers, etc.

2. Parents as Community Members

   Parents are much more a part of the school and community than any other community members. Therefore, the Chapter I parents have an excellent opportunity to inform the community what the school is doing as well as to let the school know the concerns of the community.

3. Parents as Planners

   Parents should be involved in certain phases of the planning for the child's learning experiences. Parents' ideas should be heard when the school's instructional program is being developed.

4. Parents as Observers

   The Chapter I program is within the school and in a classroom setting. Parents must go into the school and the classroom to get firsthand information about the Chapter I program. Observing teachers and noticing the use of teaching materials and equipment and methods and techniques are important roles that too few parents do anything about.

5. Parents as Decision Makers

   Federal monies are provided for the Chapter I projects. In many ways, parents and their recommendations and/or advise are included in the decisions which influence the use of these funds.

6. Parents as Evaluators

   Parents are needed to be involved in determining whether or not the Chapter I program is making a difference in children's achievement. Are children learning more because of the Title I program?

7. Parents as Consultants

   - A well informed parent is in the position to explain what Chapter I is all about.
   - An involved parent is in a position to explain how Chapter I works in a particular school or area.
   - A Parent on the Advisory Council is in a position to make recommendations about Chapter I concerns.

SUGGESTED PROGRAMS FOR SCHOOL ADVISORY COUNCILS (SAC's)

1. Chapter I Is" - Panel: School Principal, Parent, Reading Teacher, Instructional Aide
2. "Reading Program used in the Schools"
3. "The role of the Parent in the Teaching-Learning Process"
4. "How Can I help my Child with his homework"
5. "Using Games for Home Reinforcement"
6. "Child Development"
7. Chapter I and our School" - Cooperative SAC - PTA Meeting
8. "The Role of the Volunteer in the School Program"
9. "Language Development - The Basis for Reading Achievement"
10. "Functional Reading"
11. "Improved Home School Communication"
12. "How to Help a child with word recognition"
13. "Creating a Desire to read"
14. "How to Help a Child adjust to changes or emotional stress"
15. "Punishment and Discipline - Are they the same?"
16. "Do children want and need rules?"
17. "Behavior Management"
18. "How to Turn your Home into a Learning Center?"
19. "Nutrition Education"
20. "Human Relations"
21. "Helping Children Develop Positive Self-Concepts"
22. "Lending Library"
23. "Parent Visitation"
24. 'Footsteps Filstrips"
25. "Drug Awareness"
26. "Using the Public Library"
27. "Becoming Familiar with the Juvenile Court System"

IDEAS FOR WORKSHOP SESSIONS

First Aid for better learning

Compensatory Education Requirements - The Parents Role

Effective Discipline

Stress Management

Parent Involvement in Chapter I

Discipline - Between Home and School

Parenting Skills

Needs Assessment - How Needs are Determined.

Leadership Development among Parents

JACKSON PUBLIC SCHOOLS
Chapter I-Article III Programs

Guide for Parent Advisory Councils

"LET'S PLAN A MEETING"

An agenda is the groups' guide so that all of the business is included in the time set aside for the meeting. There is a certain order that all agendas have so that everyone knows what to expect.

SAMPLE AGENDA

1. Call to order
2. Minutes of the last meeting.
3. Reports ... Treasurer, committee, etc.
4. Correspondence.
5. Old Business.
6. New business.
7. Adjourn.

A lot can be done using common sense. We don't need to be terribly formal but in order for everything to move along smoothly, we need to follow some simple rules.

1. Follow the agenda.
2. Save visiting and unnecessary comments until the meeting is over.
3. Address the chairperson before talking so we don't have more than one person talking at once.
4. When a recommendation is made that the group take some kind of action, the suggestion is called a MOTION. Any member of the group may make a motion by saying, "I move we. . . . ." It must be seconded by another person who says, "I seconded the motion." Then the group discusses the issue. Remember to keep the discussion to the point and short, but make sure everyone who wants to gets a chance to talk. Then we vote by either voice, show of hands, or written ballot.

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Needs Assessment - How Needs are Determined.

Leadership Development among Parents

HOW TO HELP YOUR CHILD BE A SUCCESSFUL STUDENT

Here are some important things you can do for your child. They do not take special skills, but they do take a little time. Give them a try, and you'll be pleased with the results.

Establish daily habits. Set up guidelines for a regular bedtime and a minimum number of hours of sleep each night. Emphasize the importance of regular attendance at school, and insist on it from the very beginning of your child's school career.

Praise your child. Be aware of what your child brings home. Applaud all good work done, and offer help in areas where it is needed.

Care for books. Treat the books and magazines in your home as prized possessions. Give them as gifts; make them treasures.

Talk to your child. Use a normal speaking voice, and include words your child does not know. Hearing new words will help your child learn them, which will make learning to read easier.

Listen to your child. Encourage your child to talk about all the things he or she sees and does. Ask questions to show that you are listening. This kind of exchange also helps a child learn new words.

Read to your child. This is the most important thing you can do. Read books to your child to show that reading is fun. Reading books yourself will show your child that you, too, enjoy reading. These actions will give your child the desire to learn to read.

Go to school. Children love to have their parents at school for open house and classroom visitation days. Show your child that you care about school by attending as many of these special events as possible.

Visit interesting places. Give your child lots of new experiences. Go to a zoo, a new building, a fair or to any interesting place or event in your area. Since children often like to read about things they have seen or done, take your child to the library and find books related to your experiences.

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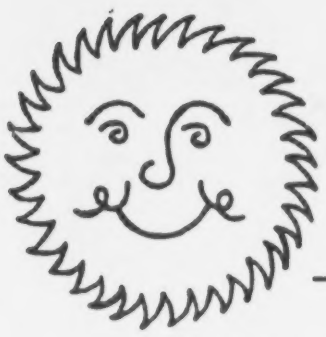


CHAPTER I

A BRIGHT NOTE

DATE

12 alternatives to whacking your kid.

When the big and little problems of your everyday life pile up to the point where you feel like lashing out–stop. Take time out. Don't take it out on your kid. Try any or all of these simple alternatives–whatever works for you.

1. Stop in your tracks. Step back. Sit down.
2. Take five deep breaths. Inhale. Exhale. Slowly, slowly.
3. Count to 10. Better yet, 20. Or say the alphabet out loud.
4. Phone a friend. A relative. Even the weather.
5. Still mad? Punch a pillow. Or munch an apple.
6. Thumb through a magazine, book, newspaper, photo album.
7. Do some sit-ups.
8. Pick up a pencil and write down your thoughts.
9. Take a hot bath. Or a cold shower.
10. Lie down on the floor, or just put your feet up.
11. Put on your favorite record.
12. Water your plants.

For more parenting information, write:
National Committee for Prevention of Child Abuse

Call: 1-800-292-9582

Ad Council
A Public Service of This Publication

Take time out. Don't take it out on your kid.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR ELEMENTARY AND SECONDARY EDUCATION

TEN COMMANDMENTS FOR MY CHILD'S HOME ENVIRONMENT

1. DO I RESPECT EDUCATION AND FOSTER IN MY CHILD A BELIEF IN EDUCATION AS A WAY TO A BETTER LIFE?
2. DO I HELP MY CHILD TO DEVELOP A SENSE OF VALUES ABOUT LIFE? DOES HE KNOW THAT THE "LAST WORD" IS NOT REEBOKS, THE LARGEST RADIO OR A LEATHER JACKET?
3. IS THE QUALITY OF MY RELATIONSHIP WITH MY CHILD A LOVING, CARING ONE?
4. DO I USE MY CHILD TO VENT MY ANGER AND HOSTILITY OVER OTHER PROBLEMS IN MY LIFE?
5. AM I SENSITIVE TO MY CHILD'S NEEDS?
6. IS MY HOME A PLACE WITH RESPECT FOR ADULTS, DISCIPLINE (NOT EXCESSIVE), RESPONSIBILITIES?
7. DO I BUY BOOKS FOR MY CHILD AND READ TO HIM EACH DAY WHEN HE IS LITTLE?
8. AM I A ROLE MODEL FOR MY CHILD SO THAT HE CAN DO AS I DO, NOT ONLY DO AS I SAY?
9. DO I SEE THAT THERE IS A SCHEDULED TIME FOR HOMEWORK, EVERY EVENING, WITHOUT TELEVISION OR MUSIC?
10. DO I PROVIDE PROPER SUPERVISION FOR MY CHILD WHEN I AM AT WORK OR IS HE A "LATCHKEY KID?"

Beryl Dorsett

BERYL DORSETT

400 MARYLAND AVE. SW WASHINGTON, D.C. 20202

CHILDREN LEARN WHAT THEY LIVE

Dorothy Law Nolte

If a child lives with criticism,
he learns to condemn.
If a child lives with hostility,
he learns to fight.
If a child lives with fear,
he learns to be apprehensive.
If a child lives with pity,
he learns to feel sorry for himself.
If a child lives with ridicule,
he learns to be shy.
If a child lives with jealousy,
he learns what envy is.
If a child lives with shame,
he learns to feel guilty.
If a child lives with encouragement,
he learns to be confident.
If a child lives with tolerance,
he learns to be patient.
If a child lives with praise,
he learns to be appreciative.
If a child lives with acceptance,
he learns to love.
If a child lives with approval,
he learns to like himself.
If a child lives with recognition,
he learns that it is good to have a goal.
If a child lives with sharing,
he learns about generosity.
If a child lives with honesty and fairness,
he learns what truth and justice are.
If a child lives with security,
he learns to have faith in himself and in
those about him.
If a child lives with friendliness,
he learns that the world is a nice place
in which to live.
If you live with serenity,
your child will live with peace of mind.

With what is your child living?

BEST COPY AVAILABLE

Which Parent Are You?

"I got two A's," the small boy cried.
His voice was filled with glee.
His father very bluntly asked,
"Why didn't you get three?"
"Mom, I've got the dishes done."
The girl called from the door.
Her mother very calmly said,
"Did you sweep the floor?"
"I've mowed the grass," the tall boy said,
"And put the mower away."
His father asked him, with a shrug,
"Did you clean off the clay?"
The children in the house next door
Seem happy and content.
The same things happen over there,
But this is how it went:
"I got two A's," the small boy cried.
His voice was filled with glee.
His father very proudly said, "That's great;
I'm glad you belong to me."
"Mom, I've got the dishes done,"
The girl called from the door.
Her mother smiled and softly said,
"Each day I love you more."
"I've mowed the grass," the tall boy said,
"And put the mower away."
His father answered with much joy,
"You've made my happy day."
Children deserve a little praise
For tasks they're asked to do,
If they're to lead a happy life,
So much depends on you.

—Badger Legionnaire

BEST COPY AVAILABLE

June, 1988

Dear Parent,

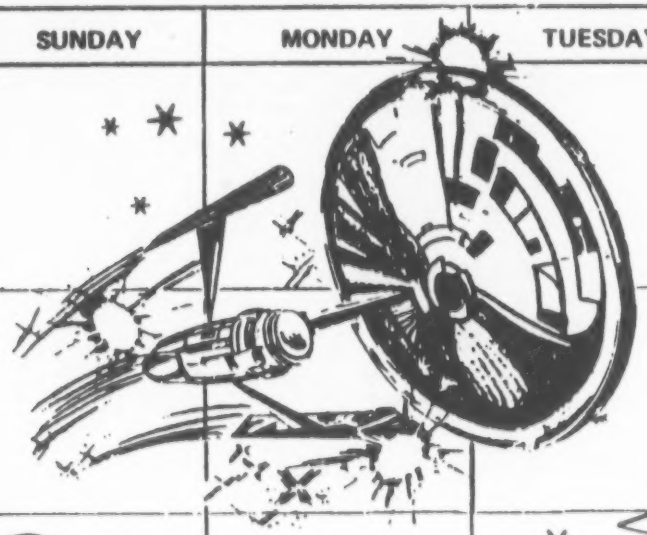
Attached are activity calendars for the summer. You may want to post them on the refrigerator to give you some ideas for activities to do with your child this summer.

We appreciate the opportunity of working with your child and hope you have a great summer together.

Chapter I

Capital School District

1988 JUNE 1988



Reading is out of this World

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			15 Cook something today. Read the directions by yourself or with your mom or dad.	16 Find a picture in a magazine. Write a story about it.	17 Go to the Dover City Library today. It's open from 9-9.	18 Go for a walk with your mom or dad. Talk about the things you see. How are they different?
Father's Day 19 Make someone a Father's Day card. Decorate front & write special note inside.	20 Write a letter to someone today.	21 Make a silly sentence with words from the newspaper. Make a picture to go with the sentence.	22 Read by yourself today for at least ten minutes.	23 Play school today & try to teach a younger child the letters of the alphabet.	24 Read your library book.	25 Find as many different kinds of flowers as you can. See if you can tell how they are the same or different.
26 Read the Mini-Page. Tell your favorite story to someone.	27 If you watch TV tonight, try to guess what will happen in the story after the commercial.	28 Read your favorite story. Write 3 sentences about your story.	29 Write as many words as you can that rhyme with "cat." Little kids write 10 & big kids write 20 words.	30 Cook something today. Read the directions by yourself or with your mom or dad.		

1988 JULY 1988

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 Ride around the neighborhood on your bike & see how many out-of-state license plates you can see.	2 Read a short book. Ask someone to make up five questions about it for you to answer.
3 Cut words out of the newspaper that begin with the same letter. Little kids find 10 & big kids find 20.	4 Independence Day Have a picnic. List all the items needed for the picnic. Read the list to someone.	5 Cut as many words out of the newspaper as you can that begin with blends (cl, cr, br, fl, etc.).	6 Look in the newspaper & underline as many words as you can that have to do with *time* like "day."	7 If you have cereal for breakfast, read the stories on the box.	8 Read by yourself today for 15 minutes.	9 Ask mom & dad to take you to McDonalds or another restaurant tonight. Read the menu before you order.
10 Read the Mini-Page. Read your favorite story to someone.	11 For fun, write an early Christmas list of things you want this Christmas.	12 Write a letter to a friend today.	13 Plan a time for your family to read silently for 15 minutes.	14 Make an animal out of clay, play-dough, or sticks. Write 5 sentences about your animal. Big kids 10 sentences.	15 Go to the Dover City Library today. It's open from 9-9.	16 If you go for a ride today, see how many signs you can read.
17 If you go to church today, try to read as much as you can, like the bulletin & hymnal, etc.	18 Find as many different kinds of leaves as you can. See if you can tell how they are the same or different.	19 Ask someone to give you a set of directions to follow. (Can you do it?)	20 See how many words you can make out of the letters "summer vacation."	21 Read a book to yourself or to someone else. Make a paper bag puppet to go with it.	22 Write 5 sentences about what you did today. Little kids tell parents and have them write it for you.	23 If you go for a ride today, see how many signs you can read.
24 Read the Mini-Page.	25 Help mom create a menu for dinner tonight. Write down the foods you will eat & read them to someone.	26 Read a book. Draw a picture about what you liked best in the book. Write 1 or 2 sentences about the book.	27 Write five sentences about what you did today. Little kids tell your parents to write them you read them.	28 Find magazine pictures that show feelings. Find a sad person, worried person, excited person, etc. Share with mom.	29 Read a short story or book. Draw pictures about what happened first, second, third, & last.	30 Play school today & try to teach a younger child the colors.
31 Read your library book.						

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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Find as many different kinds of flowers as you can. See if you can tell how they are the same or different.	2 Play school today & try to teach a younger child the letters of the alphabet.	3 Read a book to yourself or to someone else. Make a paper bag puppet to go with it.	4 Find as many words as you can from the newspaper that are persons, places, & things. These are called nouns.	5 Go to the store & write down the names of 5 kinds of vegetables you like. How much does each cost?	6 Make something today. Read the directions by yourself or with mom or dad.
7 Read the Mini-Page. Read your favorite story to someone.	8 Read to a brother, sister, mom, or dad today.	9 Watch Sesame Street or Electric Company on TV today.	10 Read a short story. Draw a picture about what happened first, second, third, & last.	11 Write as many words as you can that rhyme with "ran."	12 Go shopping and read at least 5 signs in store windows. Big kids read at least 10 signs.	13 See if mom has any baby pictures of you. Write about your favorite picture telling how you felt in the picture.
14 Find as many words as you can in the newspaper that are persons, places, & things. These are nouns.	15 Write a letter to a friend today.	16 Write as many words as you can that rhyme with "mat." Little kids write 10 & big kids write 20.	17 Go to the Dover City Library today and get a book. It's open from 9-9.	18 Make a crazy alphabet book & illustrate it.	19 See how many words you can make out of the letters in "chocolate pudding."	20 Go for a walk today. Take a jar with you & collect different kinds of bugs. Write a sentence about each bug.
21 Read the comics today. Read your favorite one to someone.	22 Read to yourself for at least 15 minutes today, or read to someone for 10 minutes.	23 Plan a time for your whole family to read silently for 15 minutes.	24 Go to the store & write down the names of five kinds of meat you like. How much does each cost?	25 Find a picture in a magazine. Tell or write a story about it.	26 Read the comics today. Try to make up a comic strip of your own.	27 This is a good day for taking a hike. Try to remember 8 things you saw.
28 If you go for a ride today, see how many signs you can read.	29 Watch your favorite programs on TV. Write about the most exciting or funny part. Little kids dictate to your parents.	30 Write 5 sentences about what you did today. Little kids tell parents to write them; you read them.	31 Go to the store & write down the names of 5 kinds of canned fruit you like. How much does each cost?	★		

Simple Puppets

Thumbelina
Winnie-the-Wrist
Paper Bag Puppet
Paper Plate Puppet with a Tongue Depressor Neck
Wooden Spoon Puppet
Stuffed Sock Puppet
Vegetable Puppets with Finger Holes
Stuffed Sandwich Bag Puppet with Curly Paper Hair
A Styrofoam or Rubber Ball Puppet and a Costume

BEST COPY AVAILABLE

Lake Forest

CHAPTER I PARENT INVOLVEMENT

What	When	Who	How	Why
a. phone call #1 to Chapter I parents	Sept., before Open House	teacher responsible for rdg. grade (K-8 & sp. ed.)	scripted	welcome and special invitation to Open House
b. Open House	Sept.	teacher responsible for rdg. grade (K-8 & sp. ed.)	(1) distribute Sept. activities, will always be on same color paper (2) may do all, half, one; minimum of time, effort, expense (3) help your child succeed; review tips on back	encourage parent/child experiences in learning
c. selection letter to Chapter I parents	Sept., or as soon as envelopes addressed & Chapter I lists complete; and each quarter whenever students are added or dropped	federal programs secretary or building secretary	letter, LFPAC information, flyer, and parent policy are mailed home to Chapter I parents	(1)explain selection (2) explain design, operation of program (3) explain law, regulations, project (4) provide accessibility to Chapter I staff (5) encourage involvement with the PAC (6)provide tips & encourage parental involvement in learning

What	When	Who	How	Why
j. phone call #3	any time between October and the end of of third quarter	teacher(s) who work with child	multitude of topics: (a) check to see if Parent/Child Activities and/or homework is being done at time of call; praise if yes, comment on how much it would help if not (b) follow-up on absences (c) report positive behavior or news (d) see if parent has any questions (e) encourage parent to come in for conference, observation, share hobby, something of interest with class (f) special invitation to Feb. or April meeting	encourage parent involvement
k. workshop for parents (all parents will be invited)	February	supervisor of federal programs with volunteers	evening training session with "I Love to Read" theme	encourage Parent/Child Activities and learning experiences
l. Parent Advisory Council (parents who return interest slip)	at parents' request but at least in April	supervisor of federal programs	parents' option but at least annual meeting	to review project for next year and to review parent involvement activities

IN APPRECIATION
THIS CERTIFICATE IS PRESENTED TO

_____

FOR

DEDICATED SERVICE

_____

_____

DATE _____ SIGNATURE _____

Certificate of Appreciation

This certificate is presented to

_____

in appreciation for the valuable contribution

of _____ year(s) service to the

Chapter I Project — Capital School District.

Our sincere gratitude is extended to you this

_____ day of _____ 19 _____ .

Signed _____ _____